R E P O R T R E S U M E S

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FIVE REGIONAL CONFERENCES ON THE DISADVANTAGED, TITLE I, P.L. 89-10. (TITLE SUPPLIED).

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FIVE REGIONAL CONFERENCES WERE CONDUCTED BY THE KENTUCKY STATE DEPARTMENT OF EDUCATION IN 1966 TO HELP SCHOOL PEOPLE PLAN PROGRAMS TO EFFECTIVELY UTILIZE TITLE I FUNDS. THIS REPORT PRESENTS SUMMARIES OF KEYNOTE ADDRESSES, PANEL PRESENTATIONS, AND GROUP REPORTS AS WELL AS CONCLUSIONS INCLUDING THE FOLLOWING POINTS--(1) THE FEDERAL GOVERNMENT SHOULD NOT IMPOSE GUIDELINES WITHOUT RESPECT FOR STATE AND LOCAL PROBLEMS, (2) TITLE I FUNDS SHOULD BE APPROPRIATED EARLY ENOUGH TO ALLOW ADEQUATE LONG-RANGE PLANNING, (3) IN-SERVICE TRAINING IN THE EDUCATION OF DISADVANTAGED CHILDREN SHOULD BE PROVIDED BY LOCAL EDUCATION AGENCIES, (4) GROUPS, INDIVIDUALS, AND AGENCIES SHOULD ASSIST IN PLANNING TITLE I PROJECTS, AND (5) TITLE I PROGRAMS SHOULD BE MADE AN INTEGRAL PART OF THE REGULAR PROGRAM. (SF)

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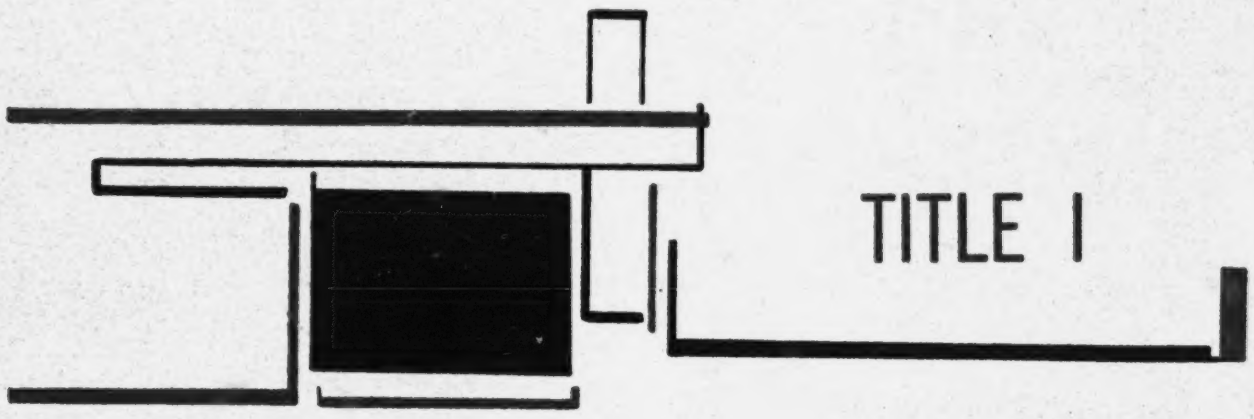
REGIONAL CONFERENCES FOR THE DISADVANTAGED



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FIVE REGIONAL CONFERENCES ON THE DISADVANTAGED

sponsored by

The Kentucky State Department of Education

"The direction in which education starts a man
will determine his future."

-Plato

Dr. Harry M. Sparks
Superintendent of Public Instruction

F O R E W O R D

The five regional conferences on education of the disadvantaged held recently in Kentucky reenforced the determination of school men and women to meet the most pressing needs of the disadvantaged children in our state. Concern for the disadvantaged did not originate with Title I at these conferences; educators in Kentucky have long been concerned with the problems of this segment of the school population. However, only with the advent of Title I has Kentucky had the funds to attack effectively the blight of economic deprivation and its ramifications on the educationally disadvantaged.

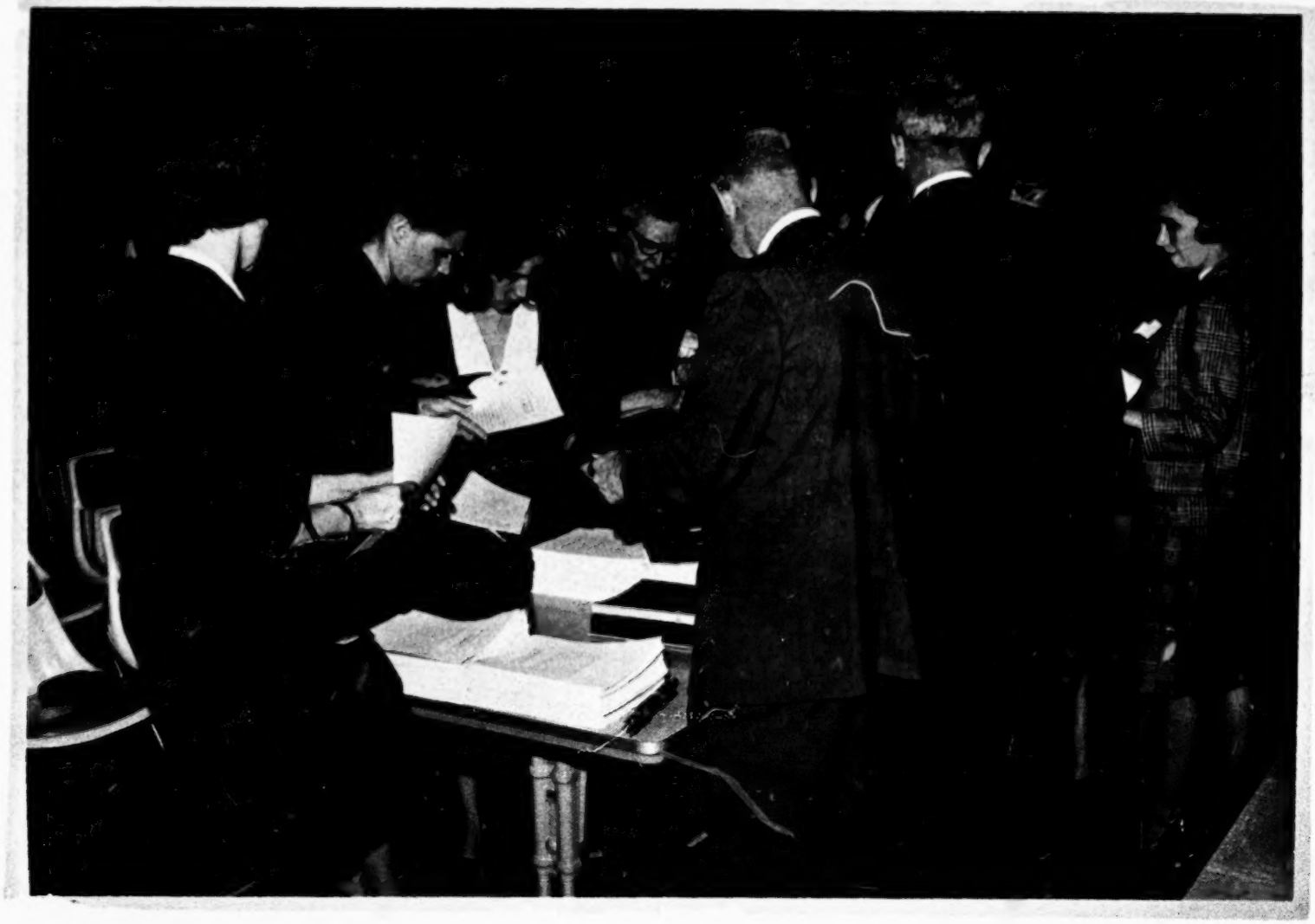
It became very obvious that those who attended the conferences were vitally interested in the role Title I should play in their educational systems. The conferees agreed that Title I should be incorporated into the regular school program and should not be a separate entity. The disadvantaged student must not be made to feel he is different from the rest of the student body. The purpose of education is to teach people to think and the disadvantaged can think as well as anyone. The difficulty in reaching him is to provide an atmosphere in which he can succeed. This atmosphere can be established, but it takes cooperation of everyone connected in any capacity with the schools.

The school administrators attending the conferences affirmed that if Title I is to attack effectively the most pressing needs of the disadvantaged, comprehensive plans must be made for the battle. The entire

teaching staff, administrators, P.T.A. representatives, service club representatives and other agencies must take a part in formulating plans for programs. Obviously it is imperative that Title I projects be coordinated with other federally financed programs if we are to avoid duplication of effort. The problem of the disadvantaged is too vast for any one program, but by sharing responsiblities and goals we can effectively attack the blight of the economically deprived and its concomitant educational problems.

The progress of Kentucky is closely aligned with the success of the current programs for the education of the disadvantaged. All of our young people must be taught how to think, how to read intelligently, how to participate in goverment, and how to participate in a dynamic society. Only then will the state profit from the ability and talent of all its citizens. The participants in the five regional conferences firmly rededicated themselves to make this generation of the disadvantaged in Kentucky the "Last Generation."

Harry M. Sparks
Superintendent of Public Instruction



A TYPICAL TITLE I DISPLAY TABLE

National Conference On The Disadvantaged

A Chance To Choose

"Guidelines"

The First Big Step

Education: An Answer To Poverty

Abstract of Donald Jone's Dissertation on Title I

Regulations Pertaining to Title I

Copies of the Public School Law 89-10

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KENTUCKY REGIONAL CONFERENCE OF THE
EDUCATIONALLY DISADVANTAGED

In July of this year a National Conference on Education of the Disadvantaged was held in Washington, D. C. A five-man delegation composed of Mr. Fred D. Williams, Title I Coordinator; Mr. Claude Taylor, Coordinator of Evaluation; Mr. Gerna Campbell, Harlan County Title I Coordinator; Mr. Otto Mattei, Supervisor, Bowling Green Independent System; and Dr. Robert Byrne, Director of Reading Clinic, Eastern Kentucky University was invited to this conference. The National Conference was designed "... to provide a working environment for exchanging ideas and exploring new methods of educating the children of poverty."

The Regional Conferences held in Louisville, Lexington, Hopkinsville, Prestonsburg and Somerset grew out of the National Conference. The five people who attended the National Conference served as consultants at each conference; moreover, each conference was keynoted by a prominent figure in Kentucky education. Dr. Harry M. Sparks, Superintendent of Public Instruction, keynoted the first conference at Louisville by saying, "When man is deprived of participating in the creative process, he directs his abilities to destruction." Dr. Sparks went on to say "We must ... restore self-direction to learning, and ... we must teach them [students] how to read intelligently, how to participate in government, how to live in a changing society,

and how to be imaginative. Let's make education the vital living thing it must be to survive. Let's use some imagination." The remarks of Dr. Sparks set the tone for the conferences, for it was obvious that the people attending the conferences were trying to "... make education a vital living thing ...."

Dr. Adron Doran, President of Morehead State University; Dr. Ralph Woods, President of Murray State University; Dr. Robert R. Martin, President of Eastern Kentucky University; and Mr. James Melton, Assistant Superintendent of the Bureau of Administration and Finance, keynoted the remaining four conferences. Running through all the keynote addresses was the admonition for educators to use imagination, resourcefulness, and intelligence in planning programs for the educationally disadvantaged.

Mr. Fred D. Williams, Mr. Claude Taylor, Mr. Gerna Campbell, Mr. Otto Mattei and Dr. Robert Byrne presented to the conferees a short topic concerning a particular phase of educating the disadvantaged. Mr. Williams spoke about the role of Title I programs for the disadvantaged. Mr. Taylor discussed the evaluation procedures that could be used in evaluating Title I projects. Mr. Campbell related how attendance and supportive services could function in Title I projects. Mr. Mattei told the assembly that "To plan a quality program, administrators should have a clear picture of what the disadvantaged is like, his needs, self-image and his attitude towards life." Dr. Byrne outlined some specific services that colleges could offer the local

school systems.

In addition to the presentations of the five consultants, Mr. Sam Alexander, Deputy Superintendent of Public Instruction; Mr. Don Bale, Assistant Superintendent of the Bureau of Instruction, and Mr. E.P. Hilton, Assistant Superintendent of Vocational Education, discussed federal, state, and local relations. Mr. Alexander noted that federal aid should not disrupt the local school program. He also pointed out that Kentucky schools had budgeted $250 million of their own, and that the $30 million of federal aid is rather small in comparison. Mr. Alexander added that schools should not be used to enforce federal laws. Many times the government acts contrary to its own guidelines and the guidelines of the state by sometimes by-passing the state and local system. There seems to be some confusion about the proper role for the federal government in education. Mr. Bale noted that if federal, state and local school administrators were to use effectively all the resources at their command, there would have to be a strengthening of the lines of communication between the three parties. He also admonished the conferees not to be too concerned with federal or state interference in local educational affairs. Each of these parties has rather limited responsibilities and functions. Mr. Bale emphasized that there should be just one school program regardless of the source of revenue. Mr. Hilton traced the history of federal aid in education and noted that federal emphasis has changed: Emphasis is

now being placed on reaching individuals. Mr. Hilton remarked that "...education is a state and local responsibility with the Federal Government playing a supporting role."

After all the topics had been presented to the conferees, a film was shown concerning Title I entitled "The Last Generation." The film, shot in locales throughout Kentucky, is basically concerned with depicting supportive services that can be performed with Title I funds. After the film, the conferees divided into special groups under the leadership of selected group leaders. Every major interest area was represented in a group discussion. The superintendents; the supervisors, Title I coordinators and evaluators; directors of pupil personnel and social workers; teachers; community agencies; and college personnel each met as a group.

Each group was served by one of the five consultants who had attended the National Conference. Mr. Williams served the superintendents; Mr. Mattei, the teachers; Mr. Campbell, the directors of pupil personnel and social workers; Mr. Claude Taylor, the supervisors, Title I coordinators and evaluators; and Dr. Byrne, the college personnel. Mr. Malcolm McCullock, Coordinator between OEO and the State Department of Education, served as a consultant to the Community Action Agencies. The Assistant Coordinators of Title I also served as consultants to the interest groups.

Each group discussed a variety of problems concerning education of

the disadvantaged. The superintendents' group (See Pages 57-58 Superintendents' Group Reports) unanimously agreed that Title I should be incorporated into a regular school program and not be an entity apart from the regular program. The group noted too that supportive services were essential to adequately care for the educationally disadvantaged. The superintendents were quite concerned about the late notification of available funds. They thought that individual projects were materially hampered by the unreliability of federal aid. The groups were also alarmed by the impending cut in funds. They indicated that no sooner were they in a position to really render services then the funds were cut. The groups unanimously agreed that if anything killed the idea of federal aid to education, it would be the hapazard method of federal support. The supervisors, Title I coordinators and evaluators (See Pages 61-62 Supvr. et al) agreed that proper identification of the needs of the disadvantaged is essential. After the needs have been isolated, the teaching staff, the parents, principals, directors of pupil personnel and other interested administrative personnel should be involved in the formulation of plans to attack the most pressing needs of the disadvantaged students. The directors of pupil personnel, social workers and guidance counselors (See Pages 65- DPP et al) discussed how best to coordinate pupil services between them. The groups concluded that social workers, pupil personnel directors and guidance counselors should work closely in order to avoid duplication

of effort. The teachers' group, (See Pages 69-70 Teachers' Group) by and large, were concerned with how best to provide instructional services. They thought that Title I programs should fit into the regular instructional programs and that educationally disadvantaged students should not be isolated from the rest of the student body. The community agencies and college personnel were basically concerned with lines of communication to avoid duplication of effort. The college personnel were anxious to provide specialized services to local educational agencies. The point was made that local school systems should demand of the colleges and universities in the state certain services designed to help the local educational systems.

Eight hundred forty-one people registered at the five regional conferences. The two regions having the highest number registered conferees were Hopkinsville (247) and Somerset (203). The Title I staff is certain that the number of the registered does not represent the total number of conference participants. The estimated number of conferees is one thousand ten.

One of the adjuncts to the conferences was the regional divisions cut across normal educational sections. This gave many of the participants an opportunity to talk with people who had some different ideas about how to tackle the problem of education for the disadvantaged.

There can be little doubt that each person who attended one of the conferences did not come away without the conviction that Kentucky

school men and women and other Kentuckians interested in education were on the move to make this generation of educationally disadvantaged in Kentucky the "Last Generation."

SUMMARIES OF KEYNOTE ADDRESSES

KEYNOTE ADDRESS
EDUCATION FOR IMAGINATION
HARRY M. SPARKS
SUPERINTENDENT OF PUBLIC INSTRUCTION

Man has a tendency to go from one extreme to another. This tendency is evident in education when we note that in reaction to the Progressive Education movement with its emphasis on reflection (the critical consideration of knowledge) and the imagination, we now over-emphasize science education and technological training to the detriment of creativity and self-expression. We need to reverse the present trend and begin more EDUCATION FOR IMAGINATION.

Studies have shown that poor reading habits, and a lack of purpose are the real causes of college failures. We should teach students how to read intelligently, how to participate in government, how to live in a changing society, and how to be imaginative. Instead our colleges continue to look upon science as an unquestioned requirement of quality education and students are guided through pre-determined experiments in science. Today, the B.S. degree is considered a higher honor than the B.A. degree.

In recent months, however, men of intellectual courage such as Jacques Barzum, Sir Herbert Read and C. Wright Mills, have begun to challenge the status of science. They contend that it has a stiffling effect on creativity, and that for this reason the illness of the world has increased with the progress of technology. They believe

that when man is deprived of participating in the creative process, he directs his abilities to destruction.

Nevertheless, modern education continues its over-emphasis on science and allows too little development of the imagination. The type of school experience we now provide does not foster creativity and may be contributing to the beatnik's nonconformist attitudes. For instance, in literature classes, in social studies, and even in art, students analyze the ideas and imitate the works of others, rather than attempting to create something original.

We need to alter the present trend of education, even though it may mean abandoning techniques and curricula which have heretofore gone unchallenged and which, because of their venerability, have acquired a kind of sanctity. We need to give students the kinds of educational experiences that will stimulate creativity. In order to do this, educators need to use some imagination in their instructional efforts and thus provide students with EDUCATION FOR IMAGINATION.

KEYNOTE ADDRESS
DR. ADRON DORAN, PRESIDENT
MOREHEAD STATE UNIVERSITY

This is a new day in American education!

Realizing that the nation's disadvantaged children have a detrimental effect on the American economy, Congress passed the Elementary and Secondary Education Act of 1965. Through this act the federal government has become a partner with local and state governments in educating the children of poverty.

At this conference we need to examine what has been done to mobilize our resources to accomplish the intent of the 1965 Congressional act— to educate the disadvantaged—and to determine what still needs to be done.

We must at the outset recognize the problems which hinder the implementation of the 1965 legislation. Two primary difficulites are 1) identifying all community resources usable for the education of the disadvantaged and 2) motivating and mobilizing these resources to accomplish the task. We must recognize also that these problems are aggravated by other factors: Communities with the greatest number of disadvantaged tend to have the poorest physical and educational facilities and a populace culturally oriented toward individualism, traditionalism, fatalism, and a passivity, which give way slowly to the mutualism, innovation, creativity, and activity necessary for success in educating the disadvantaged. Furthermore, people in the pockets of poverty where

the help is most needed frequently feel that they are being exploited and react with fear, suspicion, distrust, and isolationism to programs for their benefit.

To attack these problems successfully a genuine working relationship must exist between the local education agency and the community action agency as well as among the federal agencies, to avoid duplication of effort.

The schools must provide the leadership to mobilize the resources of the community and teachers and administrators must be trained in the colleges and universities to lead the way in removing the cultural barriers mentioned above. The existing educational structure must not be abrogated in the implementation of any program to aid the disadvantaged.

KEYNOTE ADDRESS
DR. RALPH WOODS, PRESIDENT
MURRAY STATE UNIVERSITY

We in America have been concerned with the plight of disadvantaged people for many years; however, not until recently have federal programs been designed specifically to attack the problems of the disadvantaged through aid to education. In the Elementary and Secondary Education Act of 1965, Congress declared it to be the policy of the United States to provide aid to local education agencies serving areas with concentrations of low income families. Designed to expand and improve educational programs to meet the needs of the educationally deprived, this legislation makes provision for physically handicapped children and also for those who need special educational assistance because of poverty or cultural or linguistic isolation.

In order for the attack on the problem of the disadvantaged to succeed, it may in some cases necessitate a re-evaluation and restructuring of curricula and teaching techniques. We need to apply our teaching to real life problems: young people should be given vocational training; they should be taught new procedures in farming in order to reclaim unproductive land. In this way, by teaching young people how to make a living, we shall be attacking the poverty which is at the heart of the problem of the disadvantaged. Moreover, teachers need to concern themselves more with the children they teach than with the

curricula. Educators at all levels need to help students build self-confidence and self-respect. We need to instill in the young people we teach an appreciation of the value of every kind of work and show them that the vocationally trained person can make a contribution as valuable as the one trained academically. We need to orient them away from the philosophy that the government owes them a living.

If we can all realize the weakness of our present programs and can make the child and his needs the focus of our efforts we shall go forward by leaps and bounds. However, this may mean that teachers will need training in new methods and techniques. Murray State University will be glad to help in planning and providing in-service training, in offering short courses, or needed programs that will go throughout the summer, or anything that we can do not only for the deprived or disadvantaged, but for all the people.

KEYNOTE ADDRESS
JAMES MELTON
ASSISTANT SUPERINTENDENT, BUREAU OF ADMINISTRATION AND FINANCE

In order to eliminate educational deprivation in Kentucky, we must attack deprivation on several fronts. First, we must use all Federal, State and Local agencies to give the educationally deprived a sense of human dignity. Second, we must provide the educationally deprived meaningful school and non-school experiences.

We must teach the deprived child how to read, but first we must make him care enough about himself to want to read and to attend school. We must be in a position to provide the deprived child with such self-image accouterments as clothing, breakfast, lunch, glasses, speech therapy, home economics, industrial arts, tutoring, special education, and so forth. It is necessary for the school to provide an education for all the children in its district. The child must first be in school, and then he must be taught by qualified and sympathetic teachers.

One meaningful non-school activity might be a summer camp for the educationally deprived child. A physical examination would be provided and health needs cared for. Vocational needs would be supplied for the handicapped as well as the fit. Such recreation activities as archery, shooting, fishing, swimming and boating could be carried on with no difficulty. In addition, art, music and academic subjects could be presented in an atmosphere conducive to understanding and free from

social pressures. In short, teaching the child just plain old how to live would be a primary concern of the camp.

Parents will have to be educated along with the children. Parental training might consist of sewing classes, cooking and nutrition, home and family living. The state television network could be utilized by providing evening programs directed not only to adults, but to the entire family.

We must involve more community representatives in the planning of our programs. We should also guard against federal control of school programs. The Federal Government has a role to play, and we must not lose sight of that role or let the Federal Government lose sight of its role. We must be willing to experiment with new ideas in working with the educationally deprived. We must be willing to do whatever is necessary to keep the deprived child in school and help him create an image of himself that is conducive to success.

KEYNOTE ADDRESS
DR. ROBERT R. MARTIN, PRESIDENT
EASTERN KENTUCKY UNIVERSITY

The tragedy of many adults today is that their education did not prepare them to contribute to society or enable them to profit from their native abilities. Realizing that America cannot afford this waste of human resources, Congress has made a vast amount of federal money available to attack, through educational programs, the problems of the disadvantaged. Whether or not this money really makes a difference depends heavily on the imagination, the resourcefulness, the intelligence, and the commitment of school leaders.

Educators need to plan programs that focus on the educational problems of the disadvantaged. They need to bear in mind that the educationally deprived of a specific area have problems unique to that area: what works well in a rural area is not necessarily usable in a city. They should capitalize on the strengths and accomplishments of the disadvantaged while attacking their weaknesses. They must help youngsters develop a positive attitude toward school, work, and society. Furthermore, in carrying out their program, planners need to utilize all available human resources that may be of value.

In building programs to meet the needs of the disadvantaged, educators must design curricula that are realistic and are rooted in use value for children, taking into consideration children's preception

of their needs. The language arts, especially reading, should be emphasized. Besides the general curriculum challenges, curriculum planners must focus on some more specific points such as the development of pre-school education, elementary guidance programs, parent education, adequate elementary school libraries, and effective summer school programs in the elementary school. (This focus on the elementary school will help to eliminate dropouts, since potential dropouts can be identified and helped before it is too late.)

Of course, only teachers who are truly interested in and trained to work with the disadvantaged can make any of the programs mentioned above truly successful. Moreover, it must be the ultimate aim of all programs to help the educationally disadvantaged find themselves. For as the noted author James Michenor has said, "If they fail in this, it doesn't matter much what else they find."

PANEL PRESENTATIONS

PANEL PRESENTATION
FRED D. WILLIAMS, TITLE I COORDINATOR
KENTUCKY STATE DEPARTMENT OF EDUCATION

"If your plan is for one year, plant rice.
For ten years, plant trees;
For a hundred years, educate men."
-Confucius

These words contain as much truth today when local school leaders are planning programs for the disadvantaged as they did when they were first uttered by Confucius.

In 1965, the federal government made a truly concerted and substantial effort to resolve some troublesome paradoxes confronting the nation. We are the wealthiest nation on earth and yet many of our citizens live impoverished lives. In almost every population center, affluence and poverty exist side by side. America has been admired around the world as the "Land of Opportunity"; yet a sizable number of her citizens face bleak futures because of race and color. Convinced that responsibility for education must be exercised at the local level, we have accepted excellent and deplorable schools within the same state - sometimes within the same community. Against our sincere commitment to universal education must be placed the facts that 20 million Americans have not completed 8 years of school and that the school drop-out rate in some areas is as high as 50 percent.

In recent publication of the U.S. Department of Health, Education and Welfare the following statement appeared as to the recent awareness of society to the plight of the poverty stricken: "Our nation is really

now for the first time admitting and facing squarely the existence of conditions within its borders which so incapacitate great numbers of its citizens that their life circumstances are nearly hopeless. This realization has come as a severe moral shock to many of us. We look back and wonder how we could have been so unaware." The article went on to point out that " . . . the answer can honestly be that we did not realize what we were doing."

These paradoxes have existed for many decades. On April 11, 1965, the challenge went forth across the entire nation resulting in a keener awareness and concern on the part of national leaders and rank-and-file citizens to these contradictions. It was on this date that President Lyndon B. Johnson returned to his home state of Texas and in the presence of a former teacher signed into law the Elementary and Secondary Education Act of 1965.

On November 8, 1965, the Kentucky State Department of Education officially launched the Title I program - A program that would reach approximately 180,000 public and non-public students during its first year.

We are now approaching the end of the first year of administering this unique piece of legislation.

At this point we are not in a position to state categorically the program has been successful. This is true due to its uniqueness, the late start in implementing the program, and the lack of conclusive evaluative data. At this point it is appropriate, however, to review

the purposes and provisions of the act and to survey what has been done.

Title I contains numerous special features. I shall refer briefly to three aspects unique in the legislation affecting education.

First of all, the Title I program recognizes the close correlation between economic deprivation and educational retardation. It recognizes this close correlation exists not only within the public schools but the non-public schools as well.

Secondly, Title I funds support programs geared to meet the needs of mentally and physically handicapped children as well as those educationally retarded.

Thirdly, Title I programs and activities must be evaluated yearly to determine if they are achieving their intended purposes.

At this point let us direct our attention to a few of the approaches followed in Kentucky during the 1965-66 school term when Title I programs were being implemented.

In Kentucky, as across the nation, educators stressed remedial reading programs as a top priority need. Additional teachers, teacher-aides, librarians, and counselors were employed to serve the educationally deprived children participating in the remedial reading programs. Last fall when I met with numerous educational leaders on a regional basis, I emphasized the fact that if the only changes to be affected with Title I as it related to the remedial reading classes were the purchase of equipment and employment of additional staff members, then

the funds would not realize their fullest potential. At the recent National Conference on Education of the Disadvantaged Dr. Arthur Pearl, professor of Education at the University of Oregon stated, "It doesn't help to reduce class size if the person with 15 in the class does precisely what he was doing with 35; paper work may be up-to-date, but his relationship with individuals is no different."

The point I am attempting to make is this: Successful education for the disadvantaged challenges the teaching profession to break step with tradition. In general, our society, rightly or wrongly, rewards middle-class behavior and achievement. Consequently, the disadvantaged child is more likely than not destined to a life of low status and the economic hardships.

A booklet entitled EDUCATION - AN ANSWER TO POVERTY deals with some basic health needs of disadvantaged children. It states, "Scientific studies have shown conclusively that the process of learning virtually ends when a human being becomes uncomfortably hungry. When a child appears at school in the morning having had little or no breakfast, he might just as well have stayed home. The teacher's effort is wasted." It went on to point out, "A sick child is no more effective as a learner than a hungry child." New expectations are a must if predominant middle-class teachers are to have any impact on working-class values and sub-cultural attitudes.

If we are able to look back five years hence and categorically

state Title I served its intended purpose, then we should heed the words of Vice President Hubert H. Humphrey at the National Conference. He called upon the delegates to close the gap between the reality and the ideal in education: "An educational system that will train, rather than chain, the human mind: that will uplift, rather than depress, the human spirit: that will illuminate, rather than obsure, the path to wisdom: that will help every member of society to the full use of his natural talents."

All of these can be attained if we realize the inescapable goal of education is to upgrade the total way of life of disadvantaged individuals. They can be attained within the context of our present educational system if we are provided financial resources and the teaching profession is willing to break step with tradition. This will include new expectations, new instructional methods and organizational approaches, and the schools reaching out to enlist the support of all community resources.

Throughout our conference you will hear discussed some of the methods used in Kentucky to attack the barriers to educational benefits for the disadvantaged.

PANEL PRESENTATION
OTTO MATTEI, SUPERVISOR
BOWLING GREEN INDEPENDENT SCHOOL SYSTEM

It would be presumptious of me to indicate or imply that the remarks I am about to make are entirely my own invention. My role today is to bring to you a few ideas gleaned from the National Conference on the Disadvantaged.

Apparently federal officials are not entirely satisfied with the majority of proposals which school men have been submitting. Because the act was funded late last year, federal officials encouraged local districts to submit enough project applications to get the Title I program moving ahead.

But now that Title I is off the ground, U.S. Office of Education officials are turning their attention to project quality. Therefore, in order to assure that your district gets its share of available funds you'll need a more sophisticated understanding of the Title I program, and of the disadvantaged youngsters it is designed to serve.

It is not fair to say "Now that you have so much money, what are you going to do?" and imply inadequacy. However, there are some things that should be understood; to plan a quality program administrators should have a clear picture of what the disadvantaged child is like, his needs, his self-image and attitude towards life.

Teachers and researchers generally agree that in the classroom the low-income child doesn't speak well, isn't prepared to draw

inferences from the information he has, and does not put much stock in intellectual pursuits. A typical youngster from a low income home has a poor self-image . . . thinks his future will be bleak . . . feels powerless and ineffective . . . is fatalistic towards life . . . gives physical vent to his emotions and acts on impluse.

Minority pupils, except for Orientals, have far less conviction than whites that they can affect their own environments and future. The Negro in the all Negro school suffers a cummulative disadvantage. Everything about the disadvantaged has a negative effect. Consider for a moment the cycle of failure associated with the disadvantaged child. He is born into poverty, suffers from general neglect and lives with failure at home until he enters school. From age 6 to 16 he fails to find adequate employment and at the age of 19 he is rejected as deficient by the military. His only success comes in marriage. The children of this marriage begin the cycle all over again. It is a fact that as the basic primary group the family in all cultures even the disadvantaged has more to do with the child's ultimate behavior pattern than does any other single environmental factor. Obviously we are at an immediate disadvantage because not only the child but the parent is alienated from the school. A significant part of the Title I program should involve parent activity . . . the parent must feel that the school is not a threat.

Your faculty should be involved at the beginning of project planning and curriculm development. Teachers who have not had a part in

project planning feel little commitment to making the project work. Teachers are often suspicious of the motives of school bureaucracy and sceptical of bureaucrats' understanding of teaching problems. The alienation of teachers from new programs can best be overcome by involving them as a group in the preparation and implementation of the program. This requires a good deal of additional work, time and patience.

The practice of teacher involvement will soon reveal staff strengths and weaknesses. Until recently very few teachers have come into the field prepared to deal with the disadvantaged child. Consider the background of most teachers: They have been born into or have adopted the mores and behavior patterns of at least the middle-class American. They have attended, as interested students, the public schools from kindergarten through grade 16, or in some cases have attended fairly sophisticated private schools. At the age of 22, certificate in hand, the new teacher enters the profession feeling ready to pass on the great lessons to youngsters eager to learn. According to all the advice received at the conference, administrators would do well not to assign first year teachers to slum schools except possibly on a half-time basis. This digression is deliberate in order to point out the fact that to one degree or another all teachers of the disadvantaged need special in-service programs designed to acquaint them with current thinking, current practices, and current curriculum development designed to carry out the thrust

of Title I.

I would like to list for you a few of the suggestions bearing on teacher preparation and in-service noted from the National Conference. First of all, teacher preparation should be viewed as a continuous process and should be considered as a joint responsibility of schools and colleges. On the job learning is a highly specialized business, and to meet these needs teachers must learn new skills and new attitudes. Of these the greatest area of difficulty will be attitude change. We have already considered the hazards of alienating the new teacher from the profession. Since teacher assignment is an administrative responsibility we should note that even experienced teachers may be driven from teaching if their attitude is not flexible enough to adjust to new circumstances. Here are a few specifics:

1. We need to find ways to convince state boards of education and local boards that staff development is a legitimate activity and budget accordingly. It was suggested that teachers should be on a 12 month contract.
2. We need to tap teachers' ideas about disadvantaged children and to turn to teachers for problem identification.
3. One bold suggestion was to set aside 10% of Title I money to be earmarked specifically for individual teachers' use for projects they deem best.

4. We need to make the job in the disadvantaged school more manageable. Give the teachers more help and consider the concept of "The teacher and her staff". . . a team of specialists with the teacher as one member of the staff; and we need to find new ways of changing school climate to suit scholarly people.
5. We need to test using the school building as a central unit in the strategy for change rather than tempting to change the whole system.
6. It would be wise to have meetings such as this in slum school areas rather than at neutral locations or colleges.

When basic understandings have taken place and when the staff has had time to study and plan it should follow that a new curriculum concept for each situation would emerge. I hesitate to offer conclusions in this area; however, here are a few basic concepts for curriculum design that seem to apply.

Delay formalized instruction until grade two for some students. Make the first year a continuation of the headstart concept with a high concentration of experience giving activity.

Establish strong basic programs with definite appeal to the low income child in order to avoid complicated remedial programs later.

Programs that teach through field trips, art, music, physical education and nutrition do more to give the disadvantaged child an improved self-image and confidence in the school room than does

formalized learning which tends to cause failure.

Work with the hands is vital at all age levels.

Finally, I suggest that you give very careful consideration to the new program in the occupations now being developed by The State Division of Vocational Guidance. This program of early exploration into the occupations can do a good deal toward giving the disadvantaged child the feeling that he can control his own destiny, that he is important, somebody special, and a worthy human being.

PANEL PRESENTATION
GERNA CAMPBELL, TITLE I COORDINATOR
HARLAN COUNTY SCHOOL SYSTEM

SUPPORTIVE SERVICES - are those services which are related to the improvement of the school's emotional climate, learning conditions and general environment - such as food and clothing services, health services, services of school social workers, guidance services and any other services which may be used in an attempt to bridge the enormous gap between the homes of disadvantaged pupils and their school.

THE PROBLEM - Too often, from too many disadvantaged homes, too many disadvantaged children arrive at school, ill fed, ill clothed, sick, insecure, frustrated and without hope of finding any solution to their problems. The burning question then becomes—What will the school do about the problem?

ACTION TAKEN BY THE SCHOOL - Now that the disadvantaged are at school it then becomes evident that the children's problems are the school's concern. It is also now evident that the adults in the homes from which the children come either do not wish to improve the lot of their children, cannot effect the needed improvements or do not know what sources of help are available to enable them to provide for their children.

RESOURCES AVAILABLE TO EFFECT CHANGES FOR DEPRIVED CHILDREN -

The most obvious and most readily available resource is, of course, the services provided by Title I as were enumerated earlier in the definition of supportive services. These services, however, may well be supplemented by a raft of other resources which are available in many communities. For what a listing of these resouces may be worth, they are as follows:

DEPARTMENT OF ECONOMIC SECURITY

1. Division of Public Assistance
   (a) Aid to dependent children
   (b) Aid to permanently and totally disabled
   (c) Aid to needy blind
   (d) Old age assistance
   (e) Kentucky medical program for aged and needy
   (f) Work-training program
2. Division of Employment
   (a) Job placement
   (b) Job counseling
   (c) Unemployment benefits

DEPARTMENT OF CHILD WELFARE

1. Division of Local Services
   (a) Services to unmarried parents
   (b) Services to dependent and neglected children
   (c) Services to delinquent children

LIONS CLUB

1. Sight Conservation Clinics

   (a) Pupil Examinations

   (b) Provision of glasses for the needy

KIWANIS CLUB

1. Referrals to Crippled Children's Hospital

U. MINE WORKER'S WELFARE FUND

1. Medical services to children of members in good standing

This listing of agencies and civic clubs gives you some idea of some of the resources that are available in one school district.

MOBILIZING AVAILABLE RESOURCES - Available resources must be mobilized in order for them to be effective. Some approaches to mobilization are to invite the heads of agencies to serve as consultants at in-service meetings for staff or supportive services. Title I personnel may speak to meetings of service agency personnel or civic clubs to explain the services that are available from Title I and suggest ways of working cooperatively. Working relationships between Title I and other service agencies may thus be established. These agencies may be Health Department, Department of Child Welfare, United Mine Worker's Welfare Funds and civic clubs such as Lions and Kiwanis clubs.

2. Division of Adoptions and Foster Care

   (a) Boarding care

   (b) Adoption placements

   (c) Adoptive home studies

REHABILITATION OFFICE

1. Physical Rehabilitation
2. Educational Rehabilitation

DEPARTMENT OF PUBLIC HEALTH

1. Hearing Clinics
2. X-Ray Mobile Unit
3. T.B. Clinic (outpatient)
4. Psychiatric Clinic
5. Crippled Children Clinic
6. Pediatric Clinic (including through age 18)
7. Maternal and Infant Clinic
8. Immunizations (twice weekly)
9. Veneral Disease Control
10. Sanitation and Milk Control
11. Nutritional Program
12. Clinical Statistics
13. Heart Clinic

CONCERN ABOUT OVERLAPPING SERVICES - The first concern must be that of providing needed services to disadvantaged children. If services other than Title I are available, then assurance is needed that they will be provided. If no assurance of service can be obtained, then Title I should assume the responsibility. If resources other than those of Title I are slow to provide services for which deprived children are eligible, then the efforts of school nurses and social workers must be used as a catalyst to speed up the process. In many cases parents are not aware of certain benefits to which their children may be entitled. Again, Title I personnel must make parents aware of these resources, because in some cases the parent himself must ask for the services.

THE ROLE OF THE CLASSROOM TEACHER - The classroom teacher is decidedly a most important member of the team which provides supporting services to disadvantaged pupils. The teacher, principal, social worker, school nurse, and dietitian are a team which must work closely together. The teacher, in most cases, will be the person who is in a position to identify first the disadvantaged child who has need of supportive services. This is true because the classroom teacher is usually the first person each school day to screen children visually. If certain services are needed, then referral to the right persons for these services is the next step. After a pupil is referred to—let us say a school nurse for an apparent physical disorder — the nurse will screen the pupil more

carefully. If a physical examination is indicated, then the nurse will secure the services of a physician. Let us suppose the pupil is suffering from an ear infection. A quick look at available medical resources, for which the pupil is eligible, is the next step. If other resources are available, and action can be taken, then real progress is being made, but if no other resources can be made available, then the resources of Title I must be put into action at once to clear up the ear infection by securing prompt medical treatment for the child. Elementary though this presentation has been, it is hoped that in some small way some stimulus has been provided for your thinking and your participation in the group meetings which are to follow.

PANEL PRESENTATION
DR. ROBERT BYRNE, DIRECTOR OF READING CLINIC
EASTERN KENTUCKY UNIVERSITY

Institutions of higher education are now standing on the threshold of indecision trying to outline their roles in today's changing world. On the one hand they have problems concerned with on campus programs and on the other there is great demand for them to expand their off campus activities.

As our college and university group meets here today, we will be discussing ways and means of providing more and better services to the people of Kentucky in cooperation with Title I of the Elementary and Secondary Education Act of 1965. I want to mention several of these problems since they are influencing the ability of higher education to mobilize their resources to aid the public schools in the fight for better educational opportunities.

First is the growing problem of competing with businesses and also other educational institutions for personnel. Someone must produce, edit, and develop the millions of dollars worth of materials being purchased under this act. Whereas in the past, the colleges of business, science, mathematics, etc. were being raided by private organizations for qualified personnel, the present recruitment practices are concerned with education. Since more than 75 percent of a billion dollars was spent on programs with an emphasis on reading, it is little

wonder that publishing companies and other producers of educational materials are pressuring college personnel to sign on the dotted line.

A second problem is the fact that since a higher and higher percentage of high school graduates are continuing their education beyond the secondary schools, our colleges are finding it difficult to construct buildings or employ personnel to keep up. Kentucky's institutions of higher education, I am proud to say, have chosen to accept as many students as possible to benefit from higher education. We are not limiting higher education to only an advantaged few as many other states are doing. A look at the growth of the last few years may help emphasize this problem. Of the approximately 7800 undergraduate students enrolled at Eastern this year, about 88 percent is in the first two years. Other universities and colleges in the state are experiencing similar phenominal growth rates.

A third problem is concerned with the demand for graduate and research programs to expand in proportion to the requests for teachers with more specialized education and educators with administrative and supervisory competencies. At the beginning of Title I programs last year there was but a handful of certified reading specialists - that is, people with masters degrees which include a minimum of 12 graduate hours of reading courses. Yet, it was estimated that in January of 1966 more than 300 reading specialists were needed for Title I programs.

The last problem that I will mention today involves the structure

of the ESEA act itself. The Titles 1-5 provide for an increase in funds to improve education at the local, the region and the state department levels. It does not, however, directly contribute financial support to colleges and universities to help them to meet the increasing demands for more services. It is true that higher education has received some additional money through NDEA and the Higher Education Act. NDEA last year, however, was more of a farce than a reality. As I mentioned earlier, we are all well aware of the need for hundreds of specialists and thousands of reading teachers in Kentucky for the past programs and the present ones. The one NDEA institute which was granted to the University of Kentucky this past summer with an enrollment of approximately 40 students was only a token considering the number needed. Eastern, Morehead, and others who submitted proposals were rejected.

I could continue to outline problems that many higher education institutions are dealing with today. I consider, however, the greatest challenge we are facing is concerned with the improvement of the educational levels of our most disadvantaged children.

This challenge is the purpose of this meeting here today. As a representative of higher education, I hope that our group can outline some specific services that will be offered to you. It is our intention also to discuss the need for colleges and universities to expand their facilities and personnel to help you meet this challenge.

In spite of the problems facing higher education, the disadvantaged children of today will hopefully be some of our college students of tomorrow. As a good farmer prepares the ground for a fruitful harvest, so must a college help to stimulate the growth of its students before they arrive on campus.

It is true that money for helping colleges to increase services has been slow in coming. This fact, however, may create a new concept of cooperation between the public schools and higher education. Instead of colleges receiving money to provide what they think the public schools need, the schools can now buy the services desired from the salesman with the most appropriate merchandise. This new concept will help to stimulate colleges to improve the quality and quantity of the services offered. Harold W. Stoke, in the April, 1966, edition of the Phi Delta Kappan stated that higher education is a public utility. He continues by writing that "To see higher education as a public utility is not merely a figure of speech. This is what it has become. It meets all of the tests. It has become indispensable - the first test of a public utility - not only to a major fraction of the population, which it must teach, but to an entire population which its specialized knowledge must serve. To provide or to withhold such services is no longer a matter of choice, because those who need them can no longer get along without them. This, in turn, generates the "public interest" which has always been inherent in the concept of

a public utility; those who supply indispensable service are, themselves, no longer free to determine the quantity of the services they will supply and the conditions on which they will supply them. When transportation, water, power-and now higher education-reach the point where they become essential for the welfare and even the survival of those who are served, they become 'endowed with a public interest,' which the courts have long accepted as altering the character of the enterprise."

I hope that colleges all over the nation will follow Dr. Stokes' suggestion and organize special divisions or departments of special services for school systems. Thus, a coordinating system could help the public schools to receive such services as consultants, evaluators, cultural groups for art, music, or theater, psychological and other services to children, machine scoring of standardized tests, cooperative research projects, in-service programs, etc.

Finally, I am asking you who are fortunate enough to be directly involved with helping disadvantaged children to make your wishes known. Write, telephone, and personally ask the administrators of your colleges and universities to provide you with more services. Institutions of higher education must not be allowed to withdraw to the ivory tower and heed only the cries of those living on campus. Ours, and yours, and everyone's place is where the child is, be it in the hills of Appalachia or the slums of our cities. Each of us has a role to play

in this fight for equal educational opportunities, but in order to win, we must fight it together.

PANEL PRESENTATION
CLAUDE TAYLOR, TITLE I EVALUATOR
DEPARTMENT OF EDUCATION

I need not remind you that 89-10 provides that evaluation is an integral part of any Title I project. Actually before any Title I project can be developed, some type of an evaluation procedure must be followed in determining the project to be proposed. Various types of data should be collected and studied in making a determination of the type of project that has the greatest potential for effective impact on culturally deprived children. This is necessary in developing base-line data to serve as the basis of comparisons made in evaluation procedures to be followed.

Test scores have generally been used as the educational basis of selection of students for participation in Title I projects. We need to examine what test scores mean on an achievement test. Achievement tests are norm centered. This means that students are ordered side by side on a distribution curve. Therefore, when we select the students ordered on the lower sweep of this curve, they are subject to many of the factors that affect performance on subsequent tests given for comparative purposes. These students may be particularly susceptible to factors contributing to regression. There may be any number of historical events that may affect them. Another important consideration is the fact that the student's performance usually depends upon his ability to read.

All we are saying points to the fact that we must use other evaluation procedures in addition to standarized tests. Teacher appraisal offers a very promising and fruitful procedure. It has promise in two ways: First, such a procedure can be concerned with attitudes, self-image, and critical areas of behavior and performance for which tests are either not available or very limited. Second, such a procedure helps teachers to define more clearly for themselves, their responsibilities and the needs of the students.

The following Teacher Appraisal Form is offered for your consideration:

School_____Teacher_____

Student_____Grade _____

Check one answer for question 1-8. If you are in doubt, give the answer which you think is the most likely to be correct. Choose as many answers in 9a and 9b as necessary to reflect your thinking. Please use 1, 2, 3, etc., in responding here, thus reflecting your ranking of the difficulties.

1. What is this child's most predominant attitude toward school?

_____seems to enjoy it very much most of the time
_____seems to enjoy it much of the time
_____so-so
_____seems to dislike it somewhat much of the time
_____seems to hate it most of the time

2. How successful is he in school in the usual classroom situation?

_____nearly always successful or very successful

_____usually successful
_____successful about half of the time
_____usually fails
_____nearly always fails

3. How would you estimate how hard he tries?

_____tries very hard - much harder than most
_____tries somewhat harder than most
_____about average
_____tries less hard than most
_____tries very little if at all

4. How does he seem to feel about his own personal worth?

_____has a good sense of personal worth
_____has a fair sense of personal worth
_____sometimes feels inferior
_____often feels inferior
_____nearly always feels inferior

5. Does he seem to think that others like him?

_____seems to think that most others like him
_____seems to think that many others like him
_____so-so
_____seems to think that many others dislike him
_____seems to think that nearly everyone dislikes him

6. What do you think he expects his adult life to be like?

_____expects to contribute much constructively to society
_____expects to contribute some and carry his own weight
_____expects to carry his own weight
_____expects some help in getting along
_____expects society to take care of him

7. If you were guessing how far he would go in school, what would you guess?

_____college degree
_____junior college or technical school
_____high school graduate
_____some high school
_____drop out as soon as he is 16

8. If you were guessing what kind of job he would ultimately hold, what would you guess? (For girls, answer assuming that she will be the breadwinner.)

_____professional
_____semi-professional
_____skilled labor
_____unskilled labor
_____none

9. In your judgment, what factors are contributing to the lack of success of the student?

a.

_____apparently is suffering from malnutrition
_____lacks clothing necessary for being reasonably presentable
_____cleanliness in person and attire is a problem
_____has a physical handicap that needs correcting
_____has frequent colds and other minor illnesses
_____seems to be tired and sleepy much of the time
_____a medical check-up seems desirable

b.

_____doesn't seem to know how to share with others
_____is sullen and uncooperative
_____doesn't follow directions well
_____does little talking and responds poorly
_____has a very limited oral vocabulary
_____has limited reading ability
_____seems to work well with hands

One of the most critical tasks of evaluation is the determination of the basic needs of culturally deprived students. In our haste under pressure to commit money, we have become engaged in applying the conventional treatments to the apparent educational ills of students; hence, we have identified students through low performance. This may be good but we wonder if it is enough. For instance, a study of last year's projects, indicates that very little money was utilized for food services. Breakfast programs were almost non-existent.

Relatively small amounts were spent for additional or initial services in special education. These statements should not be interpreted as being critical but rather emphasizing the need to consider the broad spectrum of children's needs.

We have been given credit for having spent $310 per child to use as the base for calculating the eligibility of Kentucky for Title I funds. Many of us may assume that if we could double this amount and buy twice the level of services being rendered to our children, we would accomplish a desired level of education for all. This is not necessarily true. Remember that some states have expended in excess of $750 per child, and we would submit that these states certainly have as many problems as we have in Kentucky and we might suspect that they may even have more problems than we.

It seems that we should concern ourselves with seeking new and better ways to improve education. More of the same may be necessary but it is not enough.

Certainly we need to emphasize the seeking of solutions to the cultural vacuums and the health and nutrition problems that result from economic deprivation.

We need to discuss Evaluation Designs. The following designs were included in the Evaluation Procedures and Guidelines mailed to the school districts in July:

EVALUATION DESIGNS

1. One group design using test data on the project group, but no comparison data.

2. One group design using test data on the project group to compare observed performance with expected performance based upon data for past years in the project school.

3. One group design using pretest and/or post-test scores on the project group to compare observed performance with local, state, or national groups.

4. One group design using a pretest and post-test on the project group to compare observed gains or losses with expected gains.

5. Two group experimental design using the project group and a conveniently available non-project group as the control.

During our group sessions, perhaps we can cover some other aspects of Evaluation. I am sure several of you are interested in In-Service Programs as they relate to Title I projects. Several of you have expressed yourselves relative to a proposed National Testing Project. We will try to discuss these areas and others as time and your problems permit.

SUMMARIES OF GROUP REPORTS

Superintendents' Group at Hopkinsville

Superintendents' Groups

Louisville -

Leader - Dr. James Graham, Superintendent, Nelson County
Recorder - Loneta Sublett, Asst. Superintendent, Taylor County

Lexington -

Leader - Mr. Jack Miller, Superintendent, Mt. Sterling
Recorder - Mr. F.D. Wilkinson, Superintendent, Frankfort

Hopkinsville -

Leader - Dr. Kenneth Estes, Superintendent, Owensboro
Recorder - Dr. Martin McCullough, Asst. Superintendent, Paducah

Prestonsburg -

Leader - Mr. Roy Eversole, Superintendent, Hazard
Recorder - Mr. Charles Spears, Superintendent, Pikeville

Somerset -

Leader - Mr. Bill Slusher, Superintendent, Bell County
Recorder - Mrs. Mallie Bledsoe, Superintendent, Clay County

Superintendents' Group at Louisville

Summary of Superintendents' Group Meetings

The superintendents' groups reacted to the following questions:

1. The role Title I should play in relation to the total instructional program;

2. Procedures that could be followed in mobilizing resources within a community to meet the special needs of educationally deprived children;

3. Procedures to be followed in identifying eligible attendance areas.

The following points represent a consensus of opinion of these group meetings:

1. Title I programs should be an integral part of the total school program - not separate enclaves off to themselves.

2. If Title I is to be effective such supportive services as health, food, clothing, medical and counselor services must be integrated parts of any instructional program.

3. Every effort should be made to include teaching staffs, supervisors, representatives from the P.T.A., representatives from other federal programs, service organization representatives in formulating Title I projects.

4. The superintendents thought that they could not and should not take top professional staff members from regular staff to staff Title I positions. They indicated that after school activities, summer school activities or the employment of sub-professional personnel could serve quite adequately the needs of the individual target schools.

5. Title I activities should be provided that will concentrate on the underlying causes of educational retardation rather than treating the symptoms of educational retardation. This should include psychological evaluation, psychiatric help, and the use of additional guidance counselors at the elementary level.

6. The guidelines for the use of Title I funds to provide additional in-service training experiences should be relaxed. In numerous cases teachers have not returned to colleges and universities to enroll in course work for several years. These experiences should be provided for all teachers who are in target area schools. In-service training experiences hold tremendous potential for helping to overcome the attitudes of many teachers toward the disadvantaged.

7. The guidelines for the use of Title I funds to provide for administrative-supervisory functions should be relaxed. Those districts with grants less than $100,000 should be given an opportunity to use a higher percentage of their grant to pay for such services. It was pointed out that most districts with small Title I grants already had an overburdened administrative-supervisory force. Consequently, the staff could not give adequate development or implementation of the Title I program.

SUPERVISORS', TITLE I COORDINATORS' AND EVALUATORS' GROUPS

Louisville

E.D. Hancock
Jefferson Co.

Hopkinsville

Mrs. Edna E. Quarles
McCracken Co.

Lexington

William Bolton
Bourbon Co.

Prestonsburg

Columbus Sexton
Letcher Co.

Somerset

Mrs. Sylvia F. Burnette

Harlan Co.

SUMMARY OF SUPERVISORS', TITLE I COORDINATORS', AND EVALUATORS' GROUPS

The supervisors', etc., groups used the following four questions for their discussions:

1. How do we determine the needs of the disadvantaged?
2. How do we plan programs to meet the needs of the disadvantaged?
3. How should the special programs be coordinated with the regular school program?
4. What is evaluation design? What are some considerations in determining what design or designs to use?

The supervisors' groups came to the following conclusions:

1. The supervisors' groups thought that each school system should have in-service training on district-wide basis. Each system should bring in consultants to work with coordinators, supervisors, principals, etc., who would have overall supervisory duties for curriculum development.
2. These groups also thought that teachers and administrators must involve lay citizens and civic groups, as well as other professional groups such as social workers, and medical persons in formulating Title I projects.
3. The groups were of the opinion that every effort should be exerted toward using E.S.E.A. personnel as regular staff personnel.
4. All teachers should thoroughly understand and be in agreement that Title I personnel are simply doing that which should have been done for the disadvantaged in the past, but could not be done before because of a lack of funds.

5. The groups generally concluded that a narrative-type evaluation beginning with a brief description of objectives of the program is a desirable design.

6. The groups summarized their discussions by indicating that teacher questionnaires could be used effectively for securing data since much evaluative data for the first year of these special programs for the disadvantaged children should not necessarily be concerned with achievement alone.

DIRECTORS' OF PUPIL PERSONNEL GROUPS

Louisville

Ben Freeman
DPP, Louisville

Hopkinsville

Jack Turner
DPP, Trigg County

Lexington

Burt Franklin
DPP, Fayette Co.

Prestonsburg

Tom Waddell
DPP, Knott Co.

Somerset

Archie Hill

DPP, Whitley Co.

Summary of Directors' of Pupil Personnel Groups

The discussion of the directors' of pupil personnel groups was planned around the three following questions:

1. What approaches should be followed in working with social agencies in order to help disadvantaged children?

2. How can the classroom teacher best coordinate the activities and benefits of this program so that the children in need are helped?

3. What is the role of the social worker in providing supportive services under Title I?

The concerns of the groups concerning each of the above questions follow:

1. The directors of pupil personnel have been enlisting the aid of various service organizations for sometime.

2. Directors of pupil personnel should identify the services given by all organizations.

3. Coordination is needed through understanding of <u>who</u> will do <u>what</u>.

4. The teacher can and should identify the children who need available services. He can refer students to the Director of Pupil Personnel, and he can follow up to see that the student receives the necessary help.

5. The role of the social worker in providing supportive services under Title I consists of the following:

   a. He works directly with families needing free lunches, breakfasts, transportation, shoes and clothing, or medical examinations.

   b. He can and should go into the homes to help with social problems, financial problems, and drop-outs.

TEACHERS' GROUP LEADERS

Louisville

Mrs. Myrtle Frick
Jefferson Co.

Hopkinsville

Mrs. Curtis Brasher
Hopkinsville, Kentucky

Lexington

Mrs. Carl Nunnelley
Harrison Co.

Prestonsburg

Mrs. Doris Hyden
Floyd Co.

Somerset

Mrs. Irene Cordell
Somerset, Kentucky

Teachers' Group at Hopkinsville

Summary of Teachers' Groups

The group leaders were provided with the following basic questions that they could use for discussion in their groups:

1. How should the Title I activities be coordinated with the regular school term?

2. What picture is normally held by teachers of what the disadvantaged is like, his needs, his self-image and attitude toward life?

3. How does the disadvantaged child look at the school, at the teacher, and at education generally?

4. As you understand it, how has the school traditionally regarded the disadvantaged child?

The following comments have been gleaned from the reports of the group discussions:

1. Teachers must change their attitudes toward the disadvantaged students. Teachers generally hold a stereotyped image of the child in which the child is pictured as a potential discipline problem, a potential drop-out, and as one who cannot learn and does not want to learn.

2. The general public should be educated about the goals and purposes of Title I.

3. Power structures sometimes want the disadvantaged to remain not too smart.

4. Classroom teachers should recommend students for Title I classes.

5. Title I programs should be a part of, not separated from, the regular school program. The disadvantaged student must not feel left out or different from the other students.

6. The disadvantaged student must be made to feel that teachers and other school personnel are interested in him as an individual. The disadvantaged child must learn to take pride in accomplishment, and teachers must provide such a child the opportunity to accomplish.

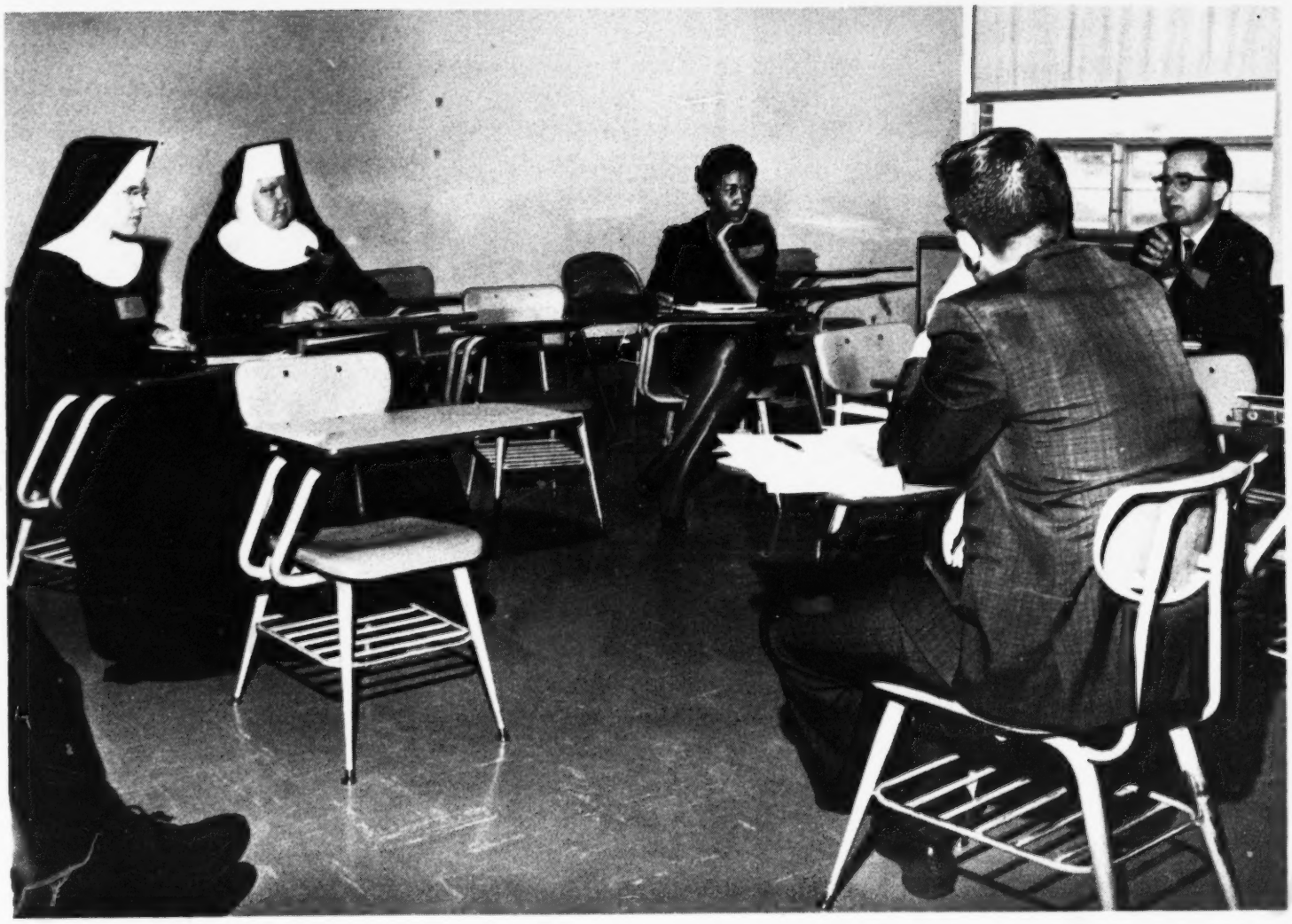
7. Objective tests are not infallible. The results of objective tests can have real meaning only when supported by teacher comments and evaluations of the individual student's progress.

8. The disadvantaged child should be taught that "work" is an honorable and desirable function in society.

COLLEGE REPRESENTATIVES' GROUPS

LEADER - DR. ROBERT BYRNE

EASTERN KENTUCKY UNIVERSITY



College Representatives' Group At Hopkinsville

SUMMARY OF COLLEGE REPRESENTATIVES GROUPS

The higher education group meetings at the five regional conferences were attended by a total of thirty representatives from nineteen different Kentucky colleges and universities.

There was general agreement during the group meetings that institutions of higher education could not continue to function under their present organizational structures and still provide the quality and quantity of services needed by the school systems. Several of the participants emphasized that their "already overloaded staffs" could not increase their burdens. It was suggested that special divisions or departments of special services to school systems be organized and competent personnel be released from teaching and other duties to work in them.

Other suggestions included a need for someone to publish a directory of services that colleges and universities are willing to provide to school systems. It was felt that public school administrators had a tendency to contact schools from which they had graduated even though a college much closer could have been able to provide the same services. A directory of services offered and a contact person for each institution would be a great help to Title I directors.

It was hoped that school systems would contact higher education personnel during the initial planning of their programs and writing of the proposals in order that they could plan, staff and provide more complete services. Many participants were concerned with being asked to evaluate and act as consultants to programs that had progressed to the extent that changes could no longer be suggested.

The Federal government should be requested to appropriate more money to institutions of higher education which are willing to provide services to public school systems. The use of Title I funds, although presently a necessity, for improving services from higher education should not be considered as being a recommended permanent condition.

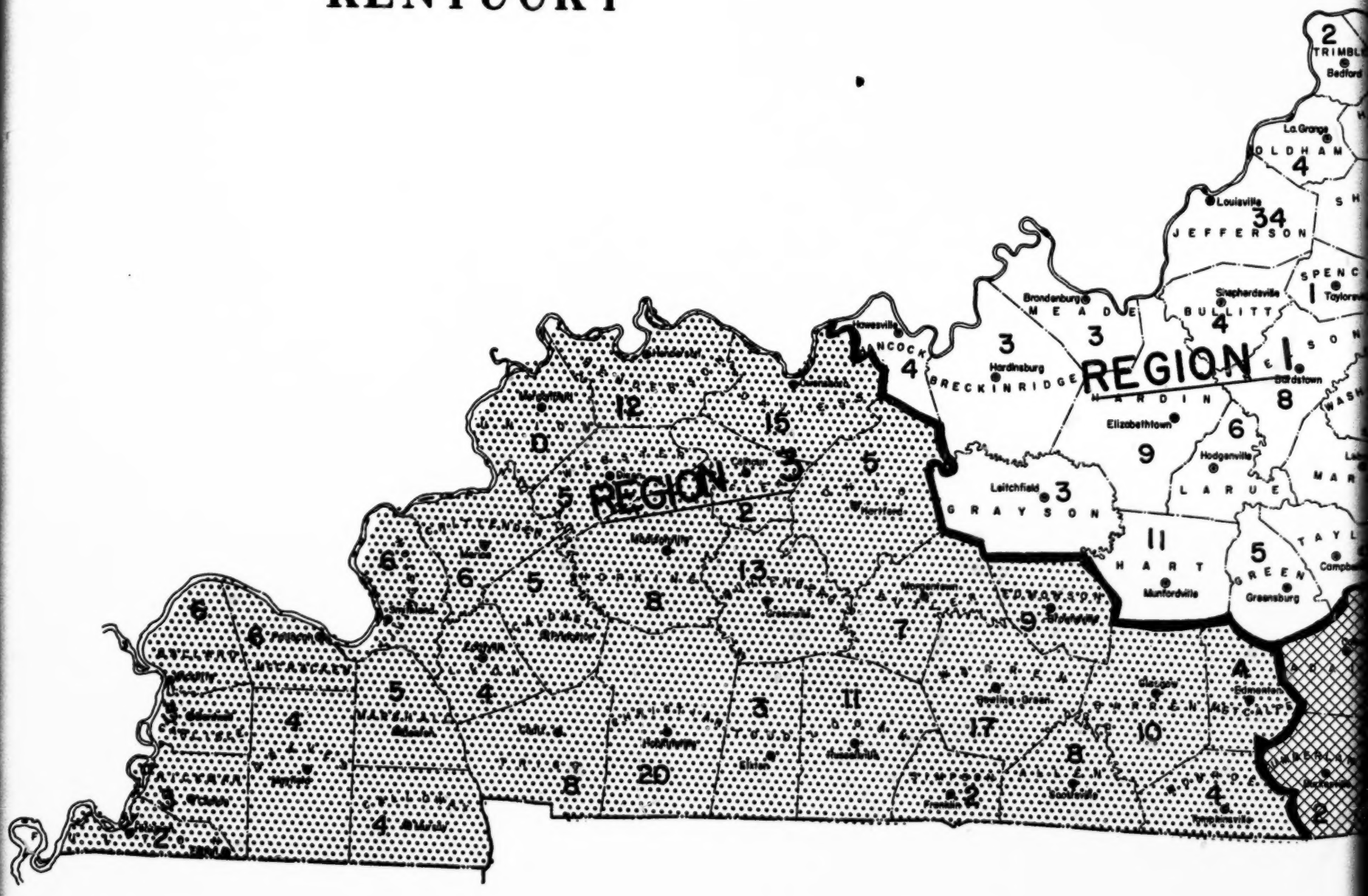
The following list of services was compiled to indicate the types of services that could be provided to school systems by the institutions of higher education in Kentucky.

1. Machine scoring of standardized tests.
2. Music, drama and other cultural groups.
3. Legal services involved with budgets, etc.
4. Surveys of needs, curriculum, facilities, etc.
5. Research of new ways of solving problems.
6. Demonstration and display mobile units.
7. Contests and incentives for special art, music, craft, and other programs.
8. Psychological, speech, diagnostic testing and other services to children offered on a contractual basis.
9. In-service education programs through courses and workshops both on and off campus.
10. Analysis of entrance examinations in such a way as to reveal possible curriculum weaknesses of the area schools.
11. Remedial services to children with abnormal problems.
12. Educational television programs appropriate for the area schools.
13. Resource centers for display and evaluation of new media.
14. Film rental services.

Although the participants from institutions of higher education expressed a desire to provide more services to school systems, they indicated that the development of leadership should be their primary objective. They hoped that school systems and higher education institutions would find new ways to cooperate on problems concerned with educating disadvantaged youth.

MAP OF

KENTUCKY



RUSSELL E. RUTLEDGE

REGION 1
REGION 2
REGION 4
REGION 5
Covington
Burlington
Independence
Alexandria
BOONE
KENTON
CAMPBELL
GALLATIN
Warsaw
Carrollton
CARROLL
TRIMBLE
Bedford
GRANT
Williamstown
PENDLETON
Falmouth
BRACKEN
Brooksville
MASON
Maysville
Vanceburg
LEWIS
GREENUP
Owenton
OWEN
HENRY
New Castle
LaGrange
OLDHAM
ROBERTSON
Mt. Olivet
HARRISON
Cynthiana
NICHOLAS
Carlisle
FLEMING
Flemingsburg
Louisville
JEFFERSON
SHELBY
Shelbyville
FRANKLIN
Frankfort
SCOTT
Georgetown
BOURBON
Paris
ROWAN
Morehead
CARTER
Grayson
ELLIOTT
Sandy Hook
LAWRENCE
Louisa
WOODFORD
Versailles
Lexington
FAYETTE
Winchester
Mt. Sterling
MONTGOMERY
BATH
Owingsville
MORGAN
West Liberty
JOHNSON
Paintsville
MARTIN
Inez
Shepherdsville
BULLITT
SPENCER
Taylorsville
ANDERSON
Lawrenceburg
JESSAMINE
Nicholasville
CLARK
Winchester
MENIFEE
Frenchburg
POWELL
Stanton
WOLFE
Campton
MAGOFFIN
Salyersville
FLOYD
Prestonsburg
Elizabethtown
HARDIN
Bardstown
NELSON
WASHINGTON
Springfield
MERCER
Harrodsburg
Danville
BOYLE
Hodgenville
LARUE
Lebanon
MARION
GARRARD
Lancaster
MADISON
Richmond
ESTILL
Irvine
LEE
Beattyville
Jackson
BREATHITT
PERRY
HART
Munfordville
GREEN
Greensburg
TAYLOR
Campbellsville
LINCOLN
Stanford
ROCKCASTLE
Mt. Vernon
JACKSON
McKee
CLAY
Manchester
LAUREL
London
LESLIE
Hyden
HARLAN
Harlan
KNOTT
Hindman
Glasgow
BARREN
Edmonton
METCALFE
Columbia
ADAIR
RUSSELL
Jamestown
Somerset
PULASKI
Burnside
WHITLEY
Williamsburg
KNOX
Barbourville
Pineville
Middlesboro
CUMBERLAND
Burkesville
CLINTON
Albany
WAYNE
MCCREARY
Whitley City
Monticello
TODD
Elkton
Hopkinsville
CHRISTIAN
TRIGG
Cadiz
LYON
Eddyville
CALDWELL
Princeton
HOPKINS
Madisonville
WEBSTER
Dixon
HENDERSON
Henderson
UNION
Morganfield
McLEAN
Calhoun
OHIO
Hartford
BUTLER
Morgantown
GRAVES
Mayfield
CALLOWAY
Murray
MARSHALL
Benton
TRIGG
Cadiz
LYON
Eddyville
CRITTENDEN
Marion
LIVINGSTON
Smithland
McCRACKEN
Paducah
BALLARD
Wickliffe

SUMMARY

The following points are points that were raised in most of the group meetings:

1. The federal government should not control either the state or local educational agencies by imposing guidelines that do not take into account individual state and local problems. Presently, there seems to be some confusion about the proper role for the federal government in education.

2. The federal government should make every effort to see that funds for Title I are appropriated early enough for school leaders to make the necessary long-range plans to insure success for Title I programs. If a school system does not know how much money it has by spring before the fall term, the system is burdened in formulating imaginative and far-reaching projects.

3. Every local education agency should provide a comprehensive in-service training program for teachers and teachers' aides involved in projects for education of the disadvantaged students.

4. Teachers, P.T.A. representatives, service club representatives, applicable federal program representatives, and interested citizens should have a role in helping local education agencies to prepare Title I projects. Whatever the role of staff and interested people, the local school administrators are responsible for the programs and should make the final decisions concerning any program.

5. Title I programs should not become orphan programs. Title I should be made an integral part of the regular program.